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ABSTRACT

The relationship between high schools and colleges during the 20th century has been at best a weak one. College professors and high school teachers belong to separate professional organizations, and rarely do conferences involve both types of educators together. Thus, a communication gap exists that has at its base a problem that students are complaining about everywhere -- that of a lack of relevance in the classroom. High schools are ideally supposed to prepare students for the college experience, but this cannot take place unless high school teachers realize what is to be expected of students after they go to college. To study this and related problems, a conference was held at which participants were students, faculty, and administrators from both secondary and higher education institutions. This document represents a summary of the conference proceedings. (HS)

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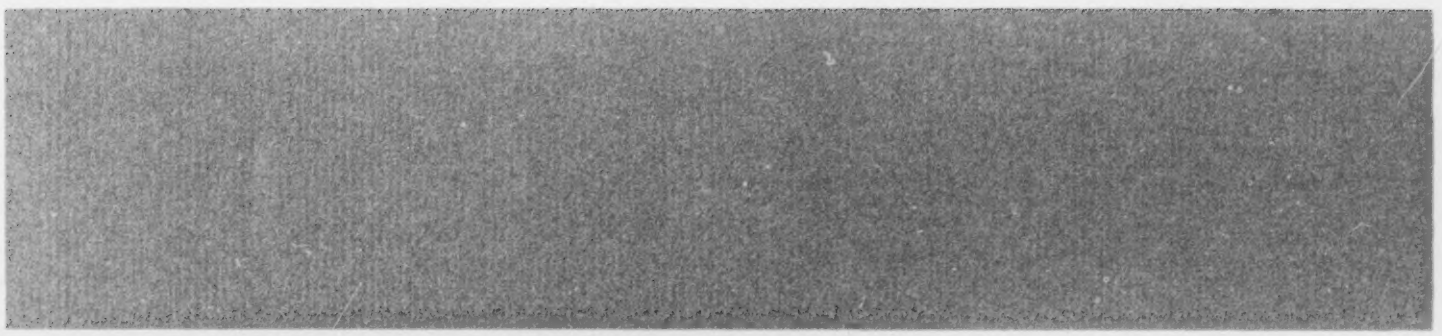

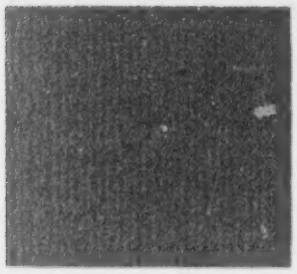

REASSESSING THE RELATIONSHIP BETWEEN HIGH SCHOOL AND COLLEGE

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Introduction

SECONDARY SCHOOLS AND COLLEGES: a struggle for stronger links

An unusual mix of more than a hundred secondary and higher educational leaders met in Washington, D.C., to "reassess the relationship between colleges and secondary schools." Convened by the Danforth Foundation in collaboration with the Institute for Development of Educational Activities, Inc. (|I|D|E|A|), the participants came from high-school and college administrations, faculties and student bodies, from positions of legislative and bureaucratic power, and — more significantly — from distinctly different professional backgrounds, educational philosophies, and value commitments. For many of them, accustomed only to meetings with others from their own academic fields or similar professional responsibilities, the experience in the seminar confrontations must have been like the sojourn of a traveler to a strange land. This phenomenon is a major cause of the problem confronted at the conference: having permitted the formation of two worlds of education, walls have been erected between them which weaken the quality and strength of accomplishment and do a disservice to the human beings served by both sectors. They, after all, serve persons who move from one institution to the next in pursuit of knowledge and self-perception, and a two-way flow of information should be taking place pertaining to teaching and learning, administration, and student life.

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Dr. Gene L. Schwilck, vice president of the Danforth Foundation, had delineated the problem in strong terms prior to the conference:

> The relationships between the faculties and administrators of colleges and schools have frequently been marked by distrust, a lack of interaction, and conflicting educational objectives. Basically, secondary teachers often feel that school curricula and evaluation procedures are dictated by professors. College faculty often blame student failure on inadequate high-school preparation. This century is punctuated with dramatic efforts of high schools proclaiming their independence from colleges. Only a small proportion of teachers belong to professional organizations which include professors. The converse is also true. Seldom do conferences include representatives of each group. Communication is obviously limited. There is evidence, however, which indicates that each group regrets the lack of cooperative effort.

On the basis of the conference at Washington, this problem turned out to have been understated. At times during the three-day period the tension could have been cut with a knife.

THE REVOLUTION IN SECONDARY SCHO

CHAPTER 1

John Birmingham

Controversial Multimedia Presentation of the Issues Opens Conference

"HIGH SCHOOL STUDENTS ARE NIGGERS!" This statement by teenage activist John Birmingham, author of the book **Our Time is Now. Notes from the high school underground.**, jolted many of the 100 secondary school and college educators assembled for an hour-long multimedia presentation which opened the conference.

Young Birmingham went on to explain: "It makes no difference if their skin is white, or brown — high school students a you get that straight, our schools b

"Being a student and hating sch as being black and hating slave analogy between students and n emphasize how bad the condition exaggerating it.

"Today, much of the learning high schools is a result of disciplin thor continued. "The students are cause the teacher is telling them students don't learn the facts, the And the students respect the teach cause they are taught that they wi a bad future career if they don't.

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should **not** be based on them, as is. It seems as though every time activity that could possibly encou blow it.

"In many classrooms, disciplin so that learning history in high sc how to salute an officer in the arm

Young Birmingham's point was a high-school boy singing a parod Get When You Fall In Love?":

ONDARY SCHOOLS AND COLLEGES

o difference if their skin is white, or yellow, or black, r brown — high school students are all niggers! When ou get that straight, our schools begin to make sense.

"Being a student and hating school is as justifiable s being black and hating slavery. Obviously, the malogy between students and niggers is meant to mphasize how bad the condition of students is by xaggerating it.

"Today, much of the learning that goes on in the igh schools is a result of discipline," the teenage au- ior continued. "The students are learning facts be- ause the teacher is telling them the facts, and if the tudents don't learn the facts, they will fail the test. nd the students respect the teacher and the tests be- ause they are taught that they will be punished with bad future career if they don't.

"Nothing is wrong with discipline, and nothing is rong with facts. However, an educational system

"Some high-school students in Downey, California, put it well when they asked, 'Did you ever notice how the barbed-wire around our school is facing inward?' "

hould **not** be based on them, as it seems to me ours s. It seems as though every time a school starts an ctivity that could possibly encourage thinking, they low it.

"In many classrooms, discipline is used in excess, o that learning history in high school is like learning ow to salute an officer in the army."

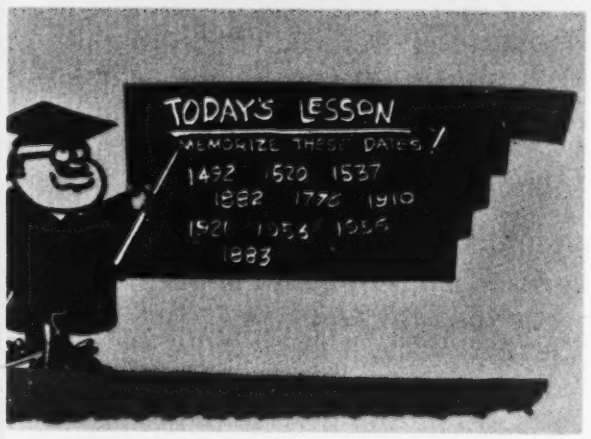
Young Birmingham's point was emphasized next by high-school boy singing a parody of "What Do You et When You Fall In Love?":

What do you get when you go to school?
You get dirty looks 'cause your hair's
to your collar;
Discipline codes that make you holler,
I'll never graduate in June —
Oh, oh, I'll never graduate in June!

What do you get when you sit in class?
You get a lot of facts to memorize;
You don't learn much, that's no surprise,
I'll never make it through to June —
Oh, oh, I'll never make it through
to June!

Don't tell me what it's all about,
'Cause I've been there and I'm gonna
drop out;
Out of these chains, these chains
that bind you,
That is why I'm here to remind you.

What do you get when you take a test?
You get a paper bag to put your hand in.
Self respect? Hell, that's abandoned;
I've gotta leave this school real soon.
Oh, oh, I'll never graduate in June!



Other highlights of the presentation included a television spoof called "Sez-A-Me Street." Guest celebrity Sarah Bernhard counted dramatically from one to 18 while a film clip was run showing how a boy is treated as a baby until the day he graduates from high school — when he suddenly is supposed to become an "instant adult." (See sequence of pictures at the bottom of the following two pages.)

A moving antiwar song provided the background for a series of color-slide juxtapositions of preschool children at play with their toy guns and helmets — against pictures of America's fighting men in Vietnam.

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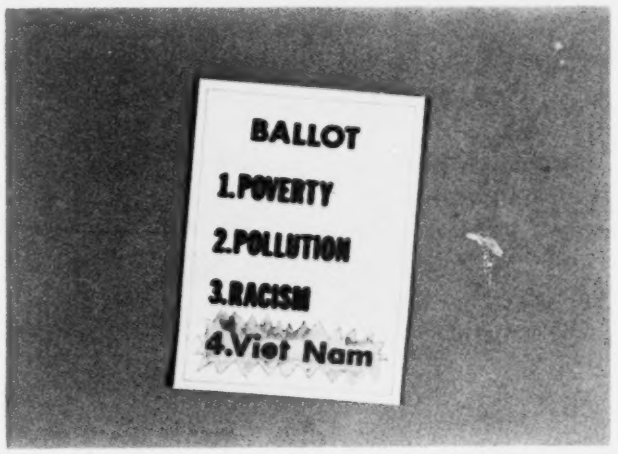
Ending the Vietnam War remains a vital concern among college students, according to John D. Rockefeller III, who spent the past two years studying the polarization of American young people and the Establishment. The soundtrack of the presentation included a tape-recorded report by Mr. Rockefeller, who said that his research revealed an interesting fact about college students. When asked about problems to which they will devote their personal time, they rank the war fourth, behind poverty, pollution, and racism.



Calling for a "generative rather than reactive response" from today's youth, Mr. Rockefeller concluded that, "The fundamental issue still is the relative lack of response by the Establishment to the constructive potential of the young." He and his task force have examined closely the idea of a "national service" program, launched and sponsored by the federal government, in which young men and women would devote one or two years in nonmilitary service to their country.

Although the proposed plans for such a program vary in details, the central theme is the same: a large-scale program to employ the restless energies of young people in areas where subprofessional manpower is

needed, such as environment, tutoring, and delivery of health services.

"In many ways, this approach has great appeal," Mr. Rockefeller said, "but I concluded that it is not the answer. The fundamental difficulty is that a formal national service program, organized and funded by the federal government, is not in tune with the mood and temper of youth today.

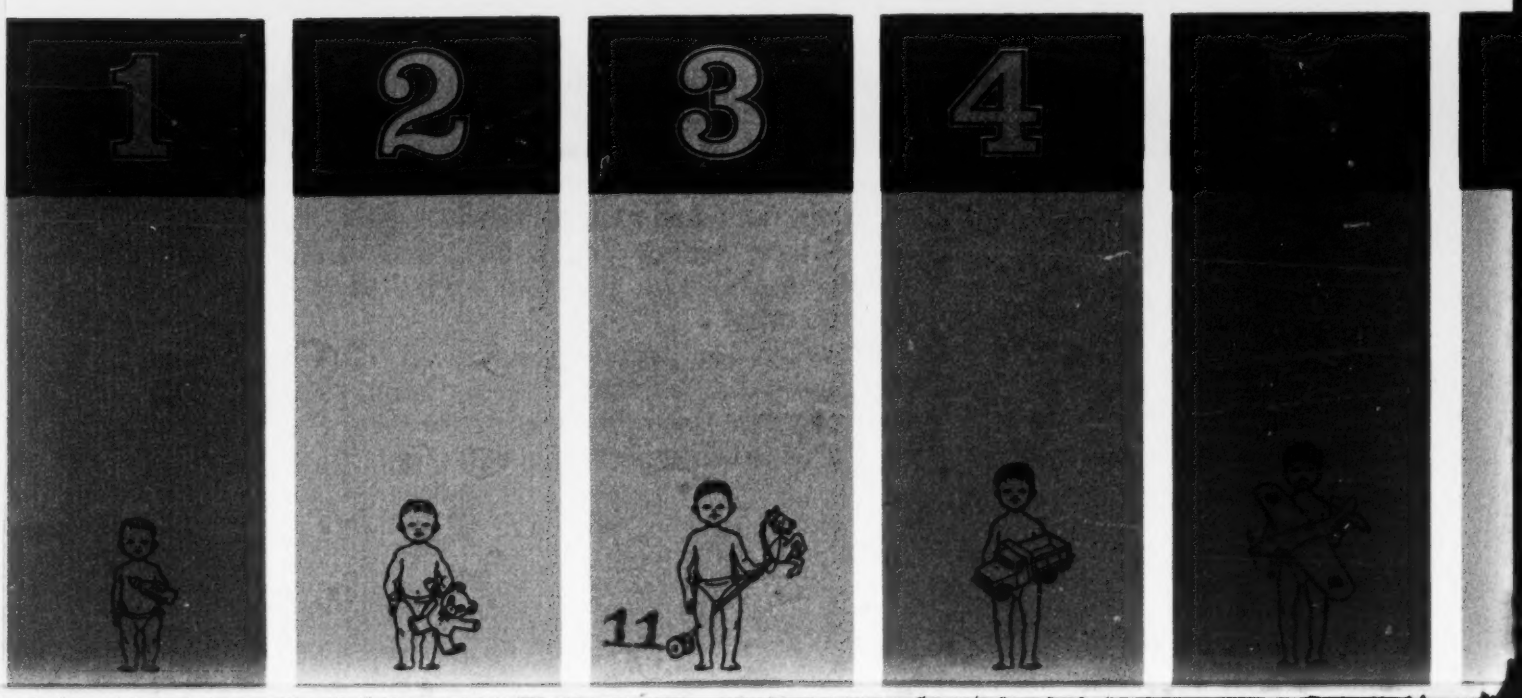
"Most concerned young people do not want to be cogs in a national program. By and large, they are skeptical about working for the federal government. They much prefer a loose and free form of organization that can move flexibly to targets of opportunity at local and regional levels. And they want to have some influence over any activity to which they make a commitment.

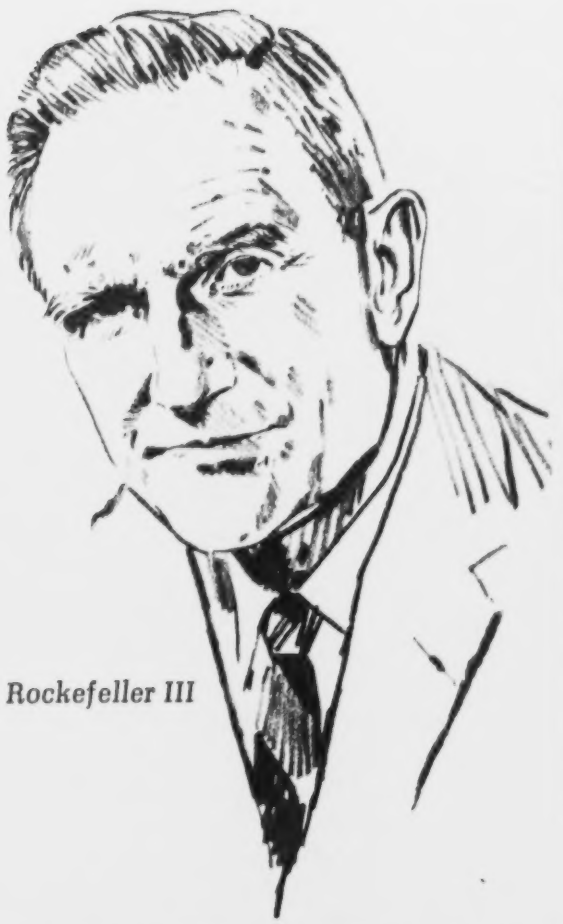
"If young people today are to work directly on the massive problems confronting our society and if fundamental social change is to be possible where necessary, then I believe it will be the **private sector** that will have to develop and support the required programs."

In the course of the research sponsored by

John D. Rockefeller III

"THE DAY AFTER HIS HIGH-SCHOOL





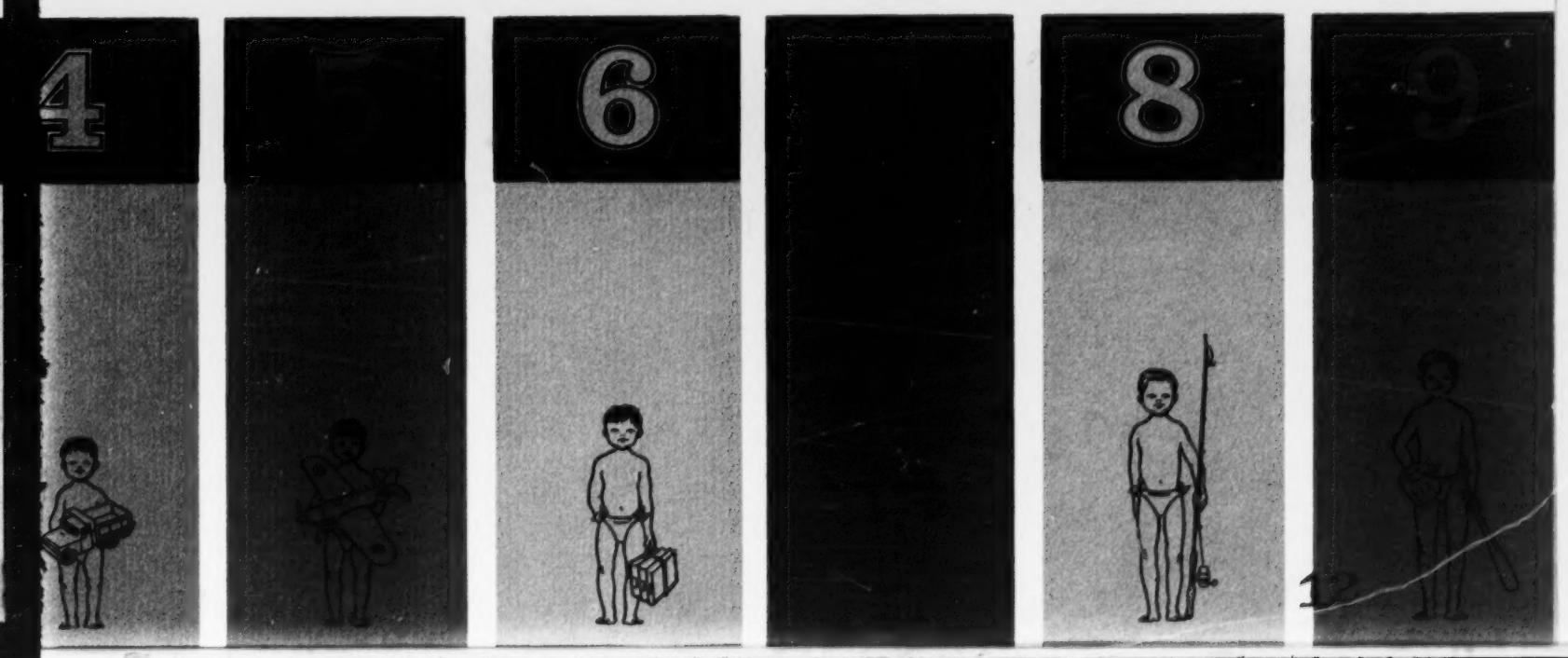
John D. Rockefeller III

Mr. Rockefeller, 408 Establishment leaders — mainly business executives — were interviewed. There was substantial agreement among college students and business executives on the issues that must be dealt with on a collaborative basis: poverty, racism, pollution, overpopulation, and drug addiction.

In spite of their misgivings, young people are ready to give cooperation a try, according to Mr. Rockefeller. By an almost three-to-one margin, they say they would rather work **with** the Establishment in coping with social issues than with protest groups. At the same time, there is a very strong and frustrated wish on the part of business leaders to establish dialogue with the young.

Both the students and businessmen endorse four sample project ideas in the Rockefeller survey. Ranked highest by both students and businessmen is the project that calls for a two-year environmental program in a major river valley. It would involve creating a student corporation, based in a consortium of universities in the area. The students would draw on faculty expertise as needed, and work to enlist the know-how

DAY AFTER HIS HIGH-SCHOOL GRADUATION, HE TRANSFORMS — PUMPKIN-LIKE — INTO A MATUR



and support of the Establishment in the area, especially business and civic leaders.

Mr. Rockefeller concluded by telling the members of the audience: "The main responsibility for a movement toward reconciliation and joint action now rests with the Establishment. Young people have been involved and committed for some time; it is our turn now.

"There are almost infinite possibilities for youth-Establishment cooperation, but initiative and ingenuity and commitment will be required to develop and launch them on a meaningful scale. It might be states or major cities developing an intern program that really works. It might be providing logistical support, a meeting place, telephones, and transportation for a local group working on the environment. It might be a genuine effort within a large organization to open up communication with its younger members.

"If a hundred corporate presidents each undertook to develop or respond to one such idea for youth-Establishment collaboration, what a difference it would make. If they were joined by 100 university presidents, by 10 or 20 governors, the heads of
largest unions, the leadership of half a dozen
religious denominations, the presidents of 20 fo
tions, the leadership of a dozen professional soc
— if each of these leaders developed one good p
for youth-Establishment collaboration on the pre
social problems of our times, what a massive in
it would have!

"If this could happen, the faith of young activis
the American system would be redeemed. It w
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make progress on the tough issues that face ou
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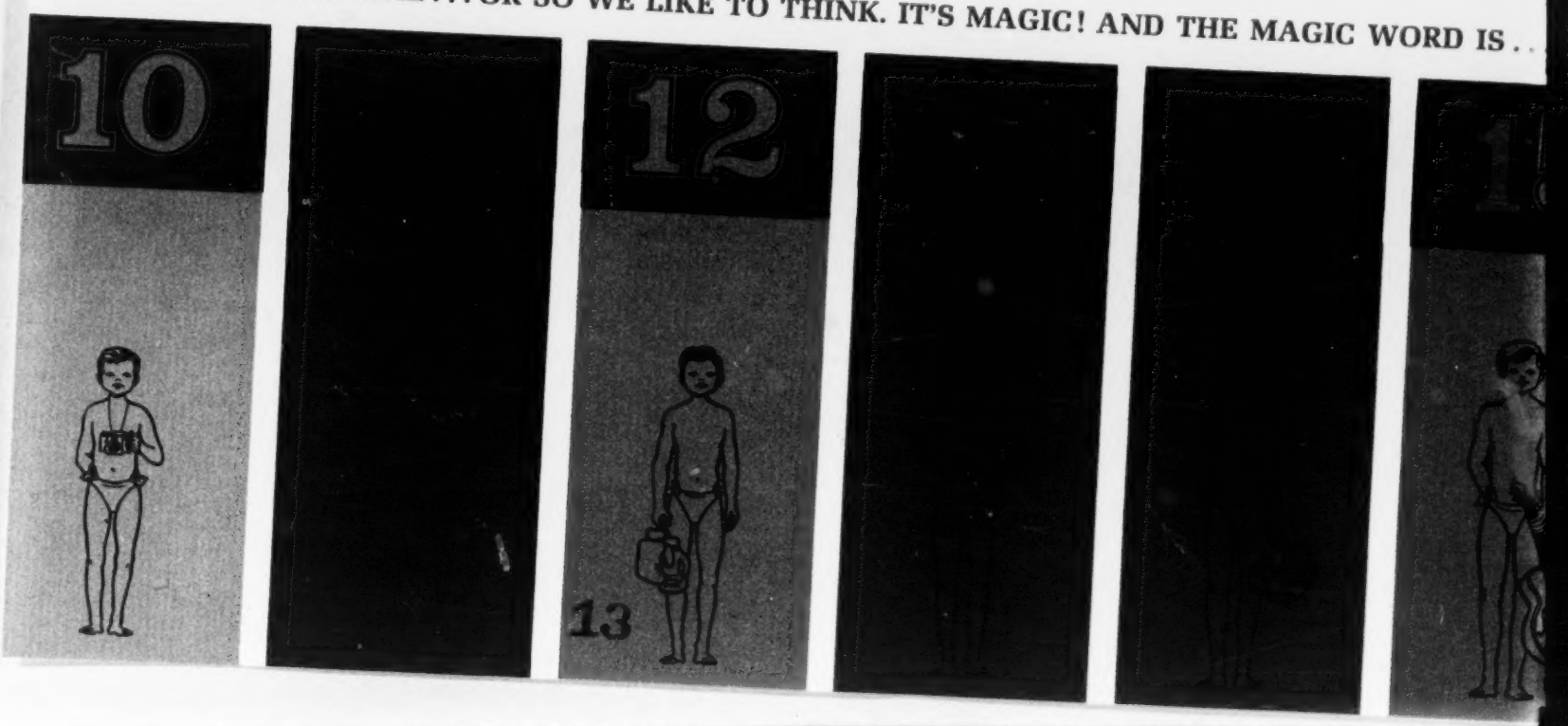
"I believe these goals are possible. Whether t
are attained will depend on the efforts of each on

RESPONSIBLE INDIVIDUAL . . . OR SO WE LIKE TO THINK. IT'S MAGIC! AND THE MAGIC WORD IS . . .



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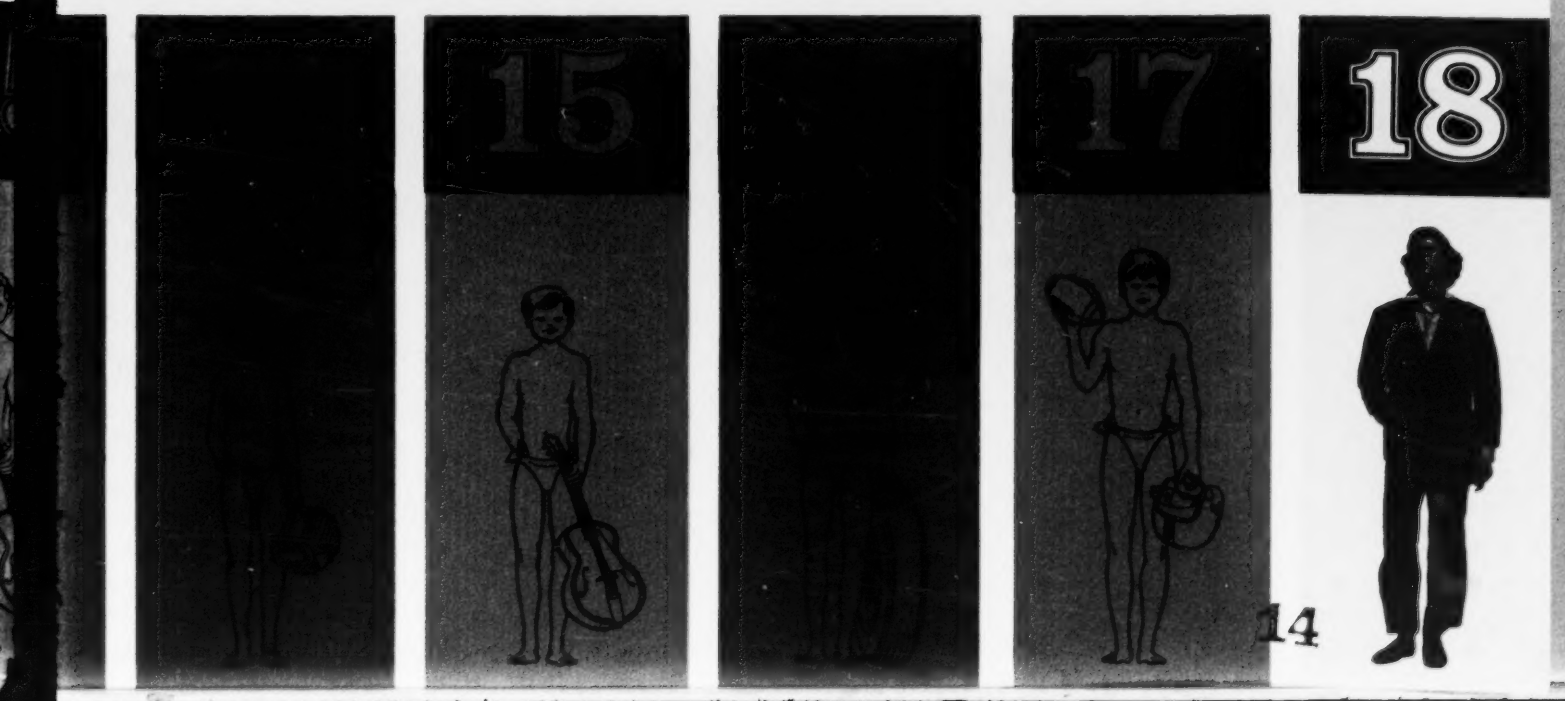
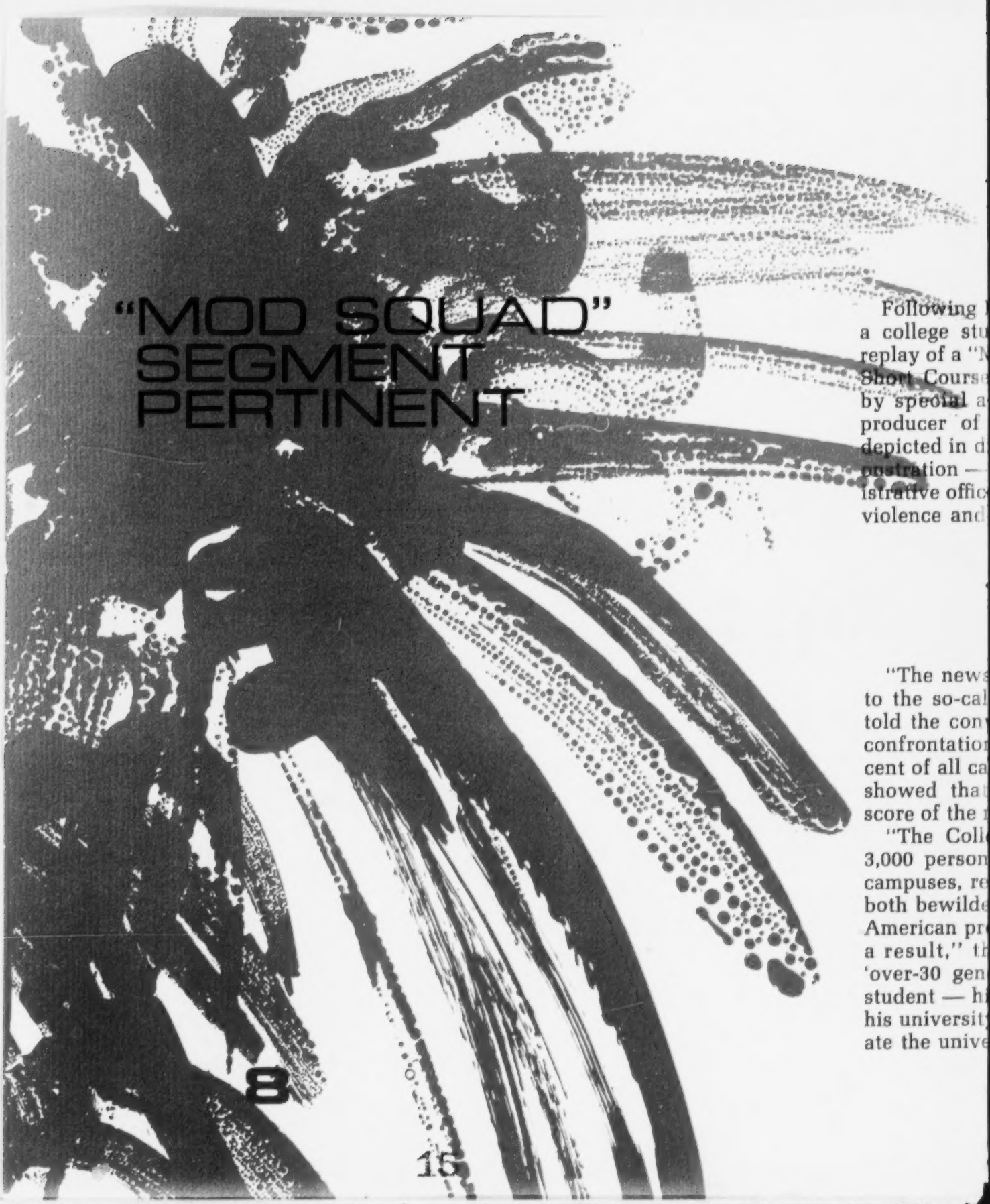
William James' line, "It is that more lonely courage which he showed when he dropped his warm commission...." might well be the topic of discussion here as U. S. Commissioner of Education Sidney P. Marland confers with former Commissioners Francis Keppel and James Allen during the Danforth-IIDEAI seminar.

us. I have confidence that we will rise to the challenge, and this is the prospect which makes me feel these are exciting times to be alive."

AND THE MAGIC WORD IS . . . 18!"





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Following Mr. Rockefeller's provocative statement, a college student introduced an eight-minute color replay of a "Mod Squad" television segment titled, "A Short Course In War." This film clip was provided by special arrangement with Aaron Spelling, co-producer of the highly acclaimed television series. It depicted in dramatic terms how easily a campus demonstration — during which students take over administrative offices — can turn into a nightmare of bloody violence and killing.

"The news media have shaped everyone's attitude to the so-called 'campus wars'," the college student told the convention delegates. He cited the fact that confrontations have taken place on less than 10 percent of all campuses — and referred to a study which showed that actual riots have occurred in only a score of the nation's 2,500 colleges and universities.

"The College Research Center, which conducted 3,000 personal interviews on more than a hundred campuses, reports that the average college student is both bewildered and irritated by the 'overkill' of the American press coverage of the campus activities. As a result," the young man concluded, "few of the 'over-30 generation' realized that — to the college student — his demands for reforms, for reframing of his university, were sincere appeals made to perpetuate the university, not destroy it."

College student takes issue with the news coverage of "campus wars."

CHAPTER 2

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Historical Perspective: The Role of the College Entrance Examination Boar

One of the distinguishing features of the College Entrance Examination Board is that from its beginning, it has been a partnership of two educational power structures. In current terminology, these were the eastern secondary-school establishment and the eastern collegiate or university establishment in 1900. The partnership was not formed easily and would not have occurred had not each side very much needed some things which could come only from the other group. Both groups had been cantankerously independent. The secondary schools insisted on the privilege of dictating in detail the precise subject matter which they considered the proper corpus of the secondary-school education, and were perfectly willing to communicate this information to colleges. The colleges, on the other hand, were equally adamant that they knew the proper makeup of a collegiate curriculum, and were equally willing to instruct high schools as to the precise knowledge necessary to begin the training. One not so minor difficulty was that the secondary schools did not agree among themselves on what the corpus was and the colleges suffered from the same affliction.

In retrospect, the colleges apparently had a slightly stronger bargaining position, for they had been able to impose week-long examinations over precisely described curricular material — the examination to be taken after the secondary-school program had been finished. The colleges called for different bits of subject matter, however; so the schools found it impossible to devise a common curriculum which would satisfy the exact requirements of the various colleges. To make matters worse, the examinations were left largely to the preferences, one might say the whims, of instructors in the various colleges who prepared the examinations.

The first period.

It was out of this disorder that the College Entrance Examination Board was born. Colleges agreed to both forego the privilege of making their own examinations and accept the result of a common examination. This

NO MORE OVERCOATS

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put steady pressure on colleges to agree on the materials they considered crucial, and permitted the schools a more reasonable opportunity to provide this specific preparation.

By looking at the information that schools and colleges in 1900 considered essential to communicate, several inferences may be drawn as to the roles both institutions sought to play in the growth of their students.

1. There was agreement that it was the business of schools and colleges to teach a fairly precise body of information. Although the Board was born out of disagreements about the details, the discrepancies were minor in comparison to the consensus each considered essential. An agreement also was reached as to where the school stopped and the college took over.

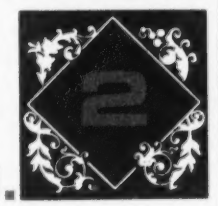
2. There appeared at the time to be a considerable consensus as to how students learn and as to the appropriate method of teaching. John Dewey and Frances Parker were holding forth in Chicago, but little echo of their heresies was reflected either in the syllabi or

in the examinations. Looking back, it is easy to impute a uniformity which probably did not exist, however; there is little evidence of attention to individual differences, to creative activities, or to student initiative.

3. No suggestion was made that any of the values or any of the information might go out of date and, consequently, little attention was given to events in the contemporary world. Schools and colleges were preparing students to seek fairly defined goals in a stable world with the training under the firm and unchallenged control of adults.

4. No concern about emotional development, physical health, family planning, sex education, civil rights, or identity crises was evident — or at least, if either was concerned about such matters, they assumed no need to exchange information about them. Presumably, if problems were ultimately to arise in any of these areas, it was assumed either that the school had no responsibility for dealing with them or that the traditional arts curriculum was assumed to provide the best training for such confrontations.

Furthermore, if students were excited by creative impulses bursting to express themselves, this was not a matter of formal school concern. The decision to pursue post-secondary training was a matter left entirely to individual responsibility, and in so far as the clientele of the College Board was concerned, there was no particular missionary effort to increase the enrollment in post-secondary training.



The second period.

Between 1900 and ca. 1935, a number of events occurred which, in combination, greatly influenced

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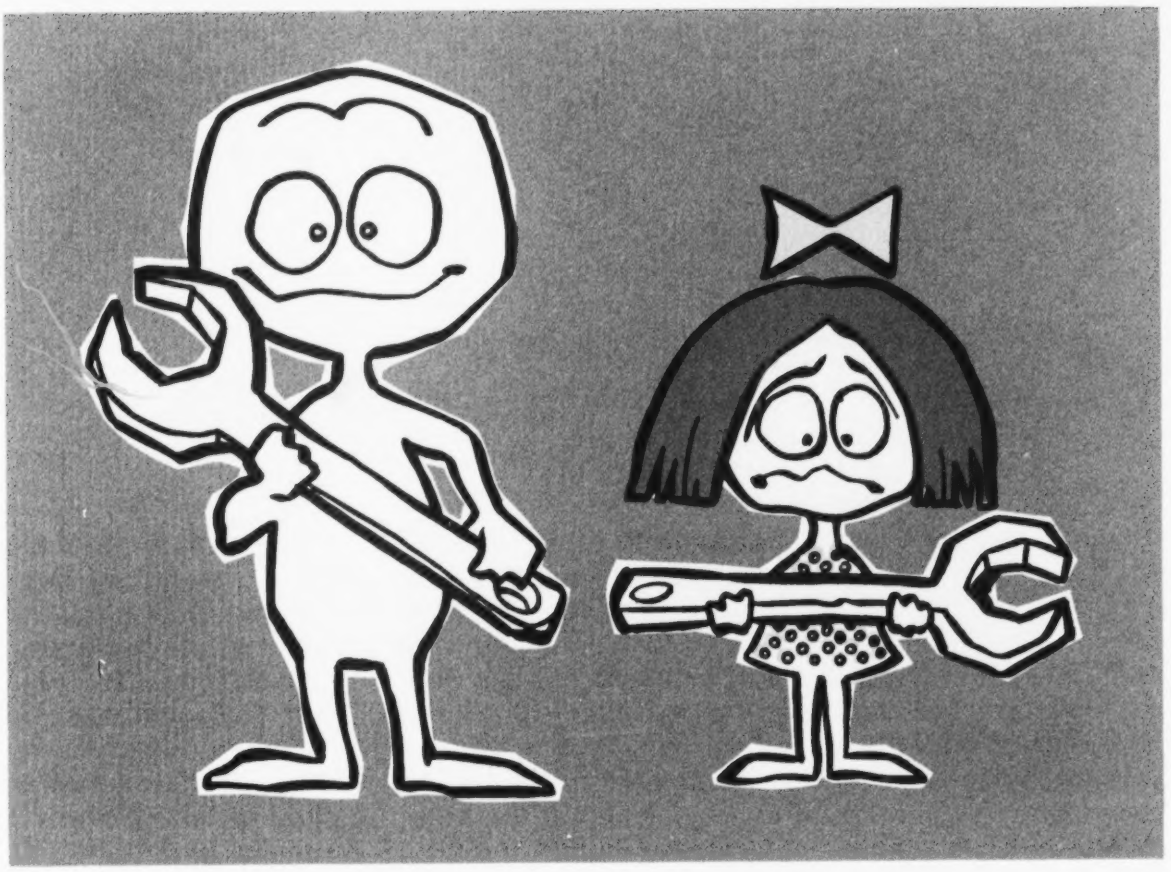

All students do not need to learn the same things. Each individual should have a unique learning program.

school practice. The most basic was commonly referred to as the "democratization of the secondary schools." The massive study of secondary education completed in 1932 under the direction of Dr. Leonard Koos, concluded that the secondary schools were still undemocratic institutions since the average I.Q. was 102. Theoretically, it should have dropped to 87, according to the mythology of the time, if the secondary schools were to be completely representative of the population.

Even though complete democratization was not achieved, nevertheless, the percentage of the age group entering and persisting in high school increased very rapidly during the decades of the 20's, 30's, and 40's. There was a broadening of the secondary curriculum, a modification of rigid graduation requirements, and a steady decline in the importance attached to, or at least in the attention given to, subject knowledge in the traditional college preparatory field.

As a result of these various factors, the majority of

the colleges by 1940 could not and did not assume that freshmen brought a dependable body of knowledge shared by all which could be used as a floor for instruction in college. Colleges increasingly developed freshman courses that were essentially self-contained in that students with little specific knowledge — but with an ability to read well and the desire to learn — could enter courses with a respectable probability of success. This, in turn, tended to make a comprehensive subject matter examination taken in the summer after high school graduation no longer necessary for entrance to a freshman class. The critical factors by the mid-40's had become ability and a reasonable degree of motivation.

During the same years, group tests for measuring intelligence were developed. These were expanded into short-answer, pen-and-pencil tests, purporting to measure a generalized factor of academic aptitude. It was not necessary to wait until the end of the secondary-school period to administer these tests. They were easy to score, were relatively uninfluenced by variations in school curriculum, and thus were well suited for use over a nation in which there was neither a national curriculum nor a national set of academic standards.

During the late 30's, the College Board experimented with the use of such tests and by 1940 they were being used for the selection of scholarship students in a number of eastern colleges. At the beginning of World War II, it became evident that full mobilization of manpower would be required, and this made it highly desirable to accelerate the educational process by permitting entrance to or departure from colleges at several intervals during the year, rather than solely at the traditional fall entrance. Aptitude tests lent themselves well to this need, and in 1942 the Board presented a program of college entrance examinations organized primarily around a test of scholastic aptitude.

Other factors contributed to this
the country had for years accepte
admission to college by certificat
eastern colleges wishing to impose t
a week-long series of achievement te
which could only be termed hostile.
was neither a standardization of c
making standards left the more selec
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The Achievement Tests were cont
end-of-course essay examinations. T
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This pattern of a school transcript
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actors contributed to this. The majority of ry had for years accepted the principle of to college by certification. As a result, lleges wishing to impose the requirement of ng series of achievement tests met a response uld only be termed hostile. The fact that there er a standardization of curriculum nor of andards left the more selective colleges with make some national comparisons between ords and individual applicants. A nationally est of scholastic aptitude gave colleges an t which assisted them to meet this need.

SAT CEEB

hievement Tests were continued, but not as irse essay examinations. They made use of ver tests and could be administered and th sufficient economy to make it possible to n several times during the academic year. rn of a school transcript plus an aptitude optional achievement tests, first offered in inued relatively unchanged to the present, here have been some additions to the test

nferences can be drawn about the goals and ses of schools and colleges in the 1940's? he minimizing of the emphasis on the cen- body of common intellectual information. t that colleges were willing and able to or- ir freshmen courses in such a way that they ntered with comparatively little regard to us academic preparation for them. No longer nowledge of foreign language required for n — beginning language was offered for redit.

Frank Bowles, a former executive of the College Board, said at about this time that, "whereas we assumed high schools were ceasing to be college preparatory, we discovered that colleges merely defined whatever high schools taught as college preparatory." The procedure accepted the fact that there was a blurring of the point at which secondary education finished and collegiate education began. It also removed any implied restraint on the breadth of the curriculum in either institution.

Did these charges suggest a broadening of the goals of schools and colleges? Judged by the information which the College Entrance Examination Board transported from school to college, it seems highly questionable, according to Edward Sanders, vice president of the Board. Mr. Sanders states, "Bear in mind that the College Board's examination and procedures are all under the direction of committees composed about equally of representatives from schools and from colleges. At my first attendance at a meeting of the Committee on Examinations, I learned that in so far as the Achievement Tests were concerned, the schools were considerably more influential in determining content than the colleges. The secondary-school representatives were primarily drawn from classroom teachers and they knew what they were talking about. The collegiate representatives tended to be drawn from administrative officers who in most cases knew very little about the subject matter. The result was, the examinations tended to be made up of material which the secondary-school people considered most essential.

"Remember the widely supported efforts of Ben Wood to develop a cumulative record, a comprehensive picture of the growth of a secondary-school student which was designed to be transmitted to the college? If you do remember them, I need not remind you that it had a short life and very little influence on admissions procedures. I am certain that if during the past 20 years students were bursting with creative

impulses, or they were loaded with personal problems which threatened to impede their programs, their secondary teachers have communicated very little of this to colleges. The most plausible explanation of the paucity of information transferred is that neither institution deals actively with such areas.

"I am quite aware that in the almost perfect state, each individual would have equal time for making inferences, and I make no pretense of speaking from a decanal infallibility. Feel free to draw your inferences from the admissions information which was considered to be adequate."

Third period.

Today is an educational light year from 1942. What information do our schools and colleges now consider essential to exchange? The most fundamental change in the College Board is the point of view of the staff and Trustees that students must be accepted as full participants in the information-exchange system. Perhaps the membership — either schools or colleges — does not realize or accept this fully, for some resistance is being expressed from both groups. "The point of view" means that colleges are being asked to ascribe themselves and their behavior in consulting-room detail: resources, programs, clienteles, styles, successes, and failures. In fact, the Board's Commission on Tests recommended that **colleges should not be eligible to receive test scores unless they agree to report to students comparable information about themselves.**

Mr. Sanders told the assembled delegates, "I am reminded of some lines from a poem by a high-school boy who had strong feelings about one-way information exchanges. He described his reactions in a poem from which these lines have stuck in my m

. . . so in the cold and frigid air
I fling aside my underwear, mor
secrets to acquaint you with
I rip my skin to strips of pith
and when the exposé is done,
I hang, a filmy skeleton
While you sit there — aloof remo
And will not shed your overcoat

"Needless to say, self-revelation is not e when there is the will to achieve this; ne colleges are to wear no more overcoats."

A study was published recently under th of the American Council on Education wh that colleges should be judged by their dro misfits. The writer suggests that no significa be attached to those students who pursue cessful conclusion the programs of training they came to the college! He argues that they were prepared to carry such studies, and th no credit on the college. The investigator re study in the **Saturday Review** of January under the title "The Best Colleges Have Effect." The argument is that individual out-of-step with the group in which they ar tend either to get in step or to withdraw group. In this situation, those who get in made a change, those who do not get in step out are the superior people with high scores expression and creativity. The author also an extraordinary discovery that the longe remain away from home and their parents autonomous and less dependent on their pa become! (Regardless of the general life st college attended, which shows that one co good as another unless it happens to have

om which these lines have stuck in my memory:

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> I fling aside my underwear, more
> secrets to acquaint you with
> I rip my skin to strips of pith
> and when the exposé is done,
> I hang, a filmy skeleton
> While you sit there — aloof remote
> And will not shed your overcoat.

"Needless to say, self-revelation is not easy, even hen there is the will to achieve this; nevertheless, lleges are to wear no more overcoats."

A study was published recently under the auspices the American Council on Education which argues at colleges should be judged by their dropouts and sfits. The writer suggests that no significance should attached to those students who pursue to a successful conclusion the programs of training for which ey came to the college! He argues that they obviously ere prepared to carry such studies, and this reflects credit on the college. The investigator reported the idy in the **Saturday Review** of January 16, 1971 der the title "The Best Colleges Have the Least fect." The argument is that individuals who are t-of-step with the group in which they are traveling nd either to get in step or to withdraw from the oup. In this situation, those who get in step have ade a change, those who do not get in step but drop- t are the superior people with high scores on impulse pression and creativity. The author also reports as extraordinary discovery that the longer students main away from home and their parents the more tonomous and less dependent on their parents they come! (Regardless of the general life style of the llege attended, which shows that one college is as od as another unless it happens to have more misfits.) In a somewhat similar vein, another study published under the auspices of the American Council in 1970 chided colleges for seeking and admitting "winners," that is students who are adequately prepared for the college and carry their programs to successful conclusions.

What inferences are to be drawn from these reports as to the functions either schools or colleges were presumably serving — and if you were responsible for the selection of information to be passed between colleges and high schools what would you choose? College Board officers who attend meetings of school counselors and admissions officers find that they seem to be preoccupied with very much the same problems that were expressed five, 10, or 15 years ago. They are trying to help students find colleges and programs which they want and in which they are successful. In the words of Robert Rankin, vice president of the Danforth Foundation, "It is hard to build a bridge if you can't find either bank of the stream."

NEW DIRECTIONS

In addition to including students in the circle, the College Board is attempting to extend the range of aptitudes which it identifies and measures. Unfortunately, this task is difficult and success is limited, in part because most of the programs offered by colleges rest heavily on verbal and mathematical skills. The Board's primary effort to extend the range is included in the Comparative Guidance and Placement Program, a series of examinations designed for use in nonselective colleges. The information is to be placed in the hands of students in the hope that it will be of assistance

to them as they plan their educational careers. It is a fact, however, that most of the country's institutions utilize these test instruments for purposes of prediction more than they use them for guidance or inspiration.

The College Board has expanded the Achievement Tests. As early as 1955, it became quite apparent that although many colleges and universities were offering instruction that appeared to be essentially at the high-school level, at the same time in some high schools some students were doing academic work that was clearly at the college level. The Advanced Placement program was developed to provide a vehicle by which colleges could assess and award credit for studies completed on high-school campuses. The tests actually are a return to the kind of end-of-course, subject-matter examinations given during the Board's first years, although the examinations do differ from the earlier ones.

After some 15 years of use, only 50,000 students used these tests in 1970. At least one Board executive views with some skepticism a recent recommendation of the Carnegie Commission that 500,000 students should be granted admission to sophomore standing in college on the basis of their high-school training.

The Board also provides achievement tests on which students may earn college credit in a wide variety of courses without regard to where they acquired the information — the College Level Examinations. These have been developed in recognition of the range of nonschool-training opportunities now available in the society through occupational training, military training, and audio-visual experiences. This also recognizes that a very substantial amount of college entrance and placement now occurs beyond the high-school-senior-college-freshman level.

The College Board currently is discussing programs leading to the awarding of external degrees which are based to greater or lesser extent on examinations

DOUBLE STANDARD

In a letter to "Volunteer," the magazine o the Peace Corps, former volunteer Ella Dora recalls that when she was sent to Bolivia i 1964, she and other corpsmen were instructe to try to motivate and educate the Indians t do the following things:

- **To wear shoes or sandals so they wouldn get worms.**
- **To cut down on their chewing of caca leaves because it dulled their initiative.**
- **To be sanitary in order to eliminat disease.**
- **To respect other people's property so tha there would be no need for vicious dog adobe walls with broken glass encruste on top, etc.**

Three years after her Peace Corps service she became a resident director in a girl's dormitory at Kent State University and encountered educated students in a highly civilized country who do the following:

- **Go barefoot everywhere but to class.**
- **Smoke pot.**
- **Throw garbage out the windows.**
- **Eat mostly hamburgers, pizzas, and Frenc fries.**
- **Steal university property and from each other without any real personal need.**

"My question is," she writes, "Can we tell other people in other countries, 'Do what I tell you, not what I do'?"

(credit:) TODAY

without regard to attendance in formal or traditional instruction. This will, of course, raise many new problems, not the least of which is whether measurement devices can be developed which are adequate to assess nontraditional learning experiences. The external degree of the University of London, which is frequently mentioned as a prototype, is based on examinations over syllabi which are normally used as the basis for instruction in a school setting and are very formal and structured.

The Board is increasing the amount of biographical information supplied to colleges, although at present there is very little dependable evidence as to the utility of this either for prediction or guidance. It is extremely difficult to find useful measures of interest, motivations, or life goals.

It is equally difficult to place high-school teachers and college professors in contact with each other. As institutions and organizations grow in size, it seems inescapable that they tend to communicate through representatives which usually turn out to be administrative officers. The College Board's examination committees are drawn primarily from teachers, but at some point it always seems that the technicians must take over, and it becomes increasingly difficult to keep the communication vigorous and timely among teachers who actually see students.

Though these illustrations have been drawn from the College Entrance Examination Board, the American College Testing Program is also actively concerned in finding solutions to most of the problems with which the Board is concerned. They are much younger than the Board, but in a short time they have developed services of such value that they are now used by a very large number of institutions. Their staff members share the concern of the staff of the College Board that communication services make a positive contribution to the ongoing growth of America's young men and women.

DOUBLE STANDARD

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CHAPTER 3

Dr. Gene L. Schwilck, left, vice presid Danforth Foundation, asks a question critic Alvin Toffler, author of the best **Future Shock.**

Memorable Quotes from the Major Addresses

"It is not accidental that bells ring in the schools because, after all, these young people are going to have to wake up when the factory whistle blows. It is not accidental that students are lectured to because they are going to have to learn to take orders from foremen in the factories or offices. It isn't accidental that the system strives for standardized output and uses all kinds of sophisticated measures to achieve standardized output because all of these are, in fact, characteristics of industrial society. Industrialism is based on identical standardized output. It is based on bureaucratic forms of organization. It is based on hierarchy. School systems reflect in great detail the characteristics of the industrial world in which they have grown up.

"The schools have done a magnificent job of simulating the outside world that the students were going to move into, giving them an advance taste of reality in which they were going to have to function. The problem is that the industrial content is beginning to crack, change, conve something quite different. The tra educational system lies in the fac attempting to produce people who effectively in an industrial world that industrial world is already be is trying to produce people who a in a relatively homogeneous societ bound to a success ethic which is reflection of a materialistic value s to pump out students to meet the is to produce millions of candidat

"We need to bring these three i the educational system:

- Greater and more frequent c outside reality
- Heavier emphasis on values
- A shift of temporal focus tow

Alvin To
Social Cri
Author

. Gene L. Schwilck, left, vice president of the nforth Foundation, asks a question of social tic Alvin Toffler, author of the best-selling book, **ture Shock.**

ginning to crack, change, convert, and become nething quite different. The tragedy of our ucational system lies in the fact that it is still empting to produce people who will function ectively in an industrial world at a time when t industrial world is already beginning to vanish. It rying to produce people who are geared for life a relatively homogeneous society and who are und to a success ethic which is essentially a lection of a materialistic value system. To continue pump out students to meet these requirements o produce millions of candidates for future shock. "We need to bring these three ingredients into e educational system:

- Greater and more frequent contact with outside reality
- Heavier emphasis on values
- A shift of temporal focus toward the future."

Alvin Toffler
Social Critic and
Author of **Future Shock**

"If educators cannot educate and if schools and colleges cannot facilitate learning, then they should be ignored and allowed to wither. In their place should be created new kinds of things. It is in determining what kind of reform we must have and what relevance really is, that I see what the laceration is between 'lower' and 'higher' education. Nothing really happens for the student at the end of 12 years. In both places he is supposed to be a receiver, and in both places he is supposed to be taught. The major part of our problem of working together must be put in terms of what is learned and what is taught as opposed to getting them out and getting them in."

James E. Cheek
President
Howard University

"High-school people have many choice things to say about college curriculum. But the colleges aren't inclined to listen because the college curricula are not in the hands of people who are expert at general education but in the hands of the senior professors of specialized disciplines. Is it a good thing that the curriculum is in the hands of those that have vested interests? Of course, the same is true at the secondary level . . . . And if individual differences mean anything, why do students need to be sentenced to 12 years of precollegiate education with no time off for good behavior? Might it not be a better idea for some people to stay for 14 years and others for maybe eight or 10 years."

Dwight W. Allen
Dean
School of Education
University of Massachusetts

"If you really want to improve high-school-college relationships, the most important thing that I can think of to help the high schools would be to produce some teachers who knew even the basic principles of teaching and learning. We should try to get teachers to understand that students do not learn by listening to a teacher talk. We should try to reduce the quantity of teacher talk from 55 - 60 percent of the time classes are in session down to 10 percent so the students have time to learn."

J. Lloyd Trump
Associate Secretary
National Association of
Secondary School Principals

"The fundamental issue that is involved is not the establishment of a National Institute of Education. It is to understand two very difficult areas of scientific endeavor. One is the nature of the process of learning behavior. The second area is to recognize the intimate relation of the educational process in the society as a whole. It is not separate and distinct but totally interrelated."

Paul Saltman
Provost
Revelle College
University of California

"In the university world, we are unbearably locked into a system of lectures, courses, seminars, and semesters. The next revolution on the campuses is going to be an educational revolution. It's going to be students literally saying, 'We no longer can abide the precultural, pretelevision, preparticipation, prediscovery sense of the university!' "

Alan F. Westin
Director
Center for Research & Education
in American Liberties
Columbia University

"Evaluation as learning will be a process
lets those who seek to affect policy and those
affected by it be a part of its implementation.
will influence one another in a way that leave
open-ended on which changes. If we attempt
carry out programs of public change, and the
of public change involve regional diversity a
open-endedness in which the responsibility f
carrying out the change lies with the periph
the only kind of evaluation that is appropriat
the center is what I call 'metro-evaluation.' T
is the sort you carry out in which you seek to
others invent their own system of discovery
they are doing in the learning program."

Donald Schon
President
Organization for Social
Technical Innovation

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all 'metro-evaluation.' That
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wn system of discovery of what
learning program."

Donald Schon
President
Organization for Social and
Technical Innovations (OSTI)

"I feel that the young people in secondary schools and colleges are becoming more and more convinced of the fact that the roles and the positions they are being trained for are inadequate. It is a mistake to discuss this whole question of relationships between secondary schools and colleges without saying something about the destructive character of our society."

Joseph Rhodes
Graduate Student
Harvard University

"One of the most difficult adjustments we make in the teaching-learning act, those of us who call ourselves teachers, is the adjustment that relates to the fact that today one does not garner respect because he is a doctor, a priest, a rabbi, a teacher, or even President. This basis for respect is disintegrating in America and throughout the world. Consequently, respect is gained on the basis of what we are as persons and how we relate to others."

William Georgiades
Professor of Education
University of Southern California

"I suggest that some of the things that colleges have been damned for are things that are necessary. The kind of scholarship we pursue, and see made fun of by anti-intellectuals all the time, is not irrelevant even though it is easy to laugh at. It has been the force of that scholarship that has brought us to the level of humanism we now have. The standards necessary for scholarship are being greatly threatened by some of the forces at work in the field of education today."

William B. Boyd
President
Central Michigan University

"As things stand now, we accredit only that learning which takes place either in a school or on a contract from the school. That is not really the business of the school; the business of the school is to further education. The business of employers is to evaluate whether or not somebody has the required skills to do a job. In so far as evaluation is not connected with education, it really shouldn't be the business of the university."

Sanford Newman
Student
Wesleyan University

The Honorable John Brademas Conference Chairman Francis Congressman's address to the |I|D|E|A| delegates.

"There may be a lesson to h in which we are compelled in legislative process to know so going on in vocational educat technology, secondary educa education. As I view this rela that many interest groups wh Washington for one level of attention to other levels of ed the substance is concerned. Th everybody gets into the comm money is involved. Then son at to reinforce and support o is done with respect to the su legislation in this respect. Th education don't pay attentio vocational education — and t give attention to what's going college level. This is taking p people are beginning to realize at one end of the educational p a significant impact on what ha

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The Honorable John Brademas, left, talks with Conference Chairman Francis Keppel prior to the Congressman's address to the Danforth-|I|D|E|A| delegates.

"There may be a lesson to be gained from the way which we are compelled in the nature of the gislative process to know something of what is ing on in vocational education, educational chnology, secondary education, and higher ucation. As I view this relationship, I have noticed at many interest groups who are lobbying in ashington for one level of education pay little tention to other levels of education, at least so far as e substance is concerned. The only time that erybody gets into the commune together is when oney is involved. Then some agreement is arrived to reinforce and support one another, but little done with respect to the substance of the gislation in this respect. The people in higher ucation don't pay attention to what is going on in cational education — and the preschools don't ve attention to what's going on at the community llege level. This is taking place at a time when ople are beginning to realize that what happens one end of the educational process can have significant impact on what happens at the other end."

Honorable John Brademas
House of Representatives
Congress of the United States

"There is great concern today among the general public that our high schools are lowering their academic standards through programs such as work/learning and community service. What we are experiencing is a **change** of academic standards, not a lowering of them. The schools are becoming more process-oriented, rather than cognitive directed. I always remember the inscription beneath the bust of Mark Twain in the Hall of Fame; it reads: 'Loyalty to petrified opinion never yet broke a chain or freed a human soul.' "

Robert G. Chollar
President
Charles F. Kettering Foundation and |I|D|E|A|

CHAPTER 4

Results of Small-Group Discussions

Robert G. Chollar, President of the Charles F. Kettering Foundation and |I|D|E|A|, makes a point during one of the seminar's small-group sessions.

A major portion of the seminar del
spent in small-group discussion. Mem
of the 17 discussion groups was pur
provide added stimulus for debate and
to actually do something about the v
raised during the major addresses. Th
tions summarize the written reports
group meetings.

There is serious viability in the re
frequently voiced in the Washington d
reports, that educational organizatio
tions should swiftly establish a Comm
to pursue in detail ways in which the h
colleges can teach and work more pr
each other.

The Washington conference provi
dence that additional opportunities f
work among the schools and colleges
local, regional, or national levels — wo
and well used. This is particularly true
for collaboration provided a stage on
accomplishments of various teams of
are succeeding in strengthening the lin
several sectors of our educational sy
reported and discussed. The best begin
well be to abolish unceremoniously th
rubrics of "secondary" and "higher" ed

e seminar delegates' time was
scussion. Membership in each
oups was purposely mixed to
for debate and an opportunity
g about the various problems
addresses. The next two sec-
ritten reports of these small-

bility in the recommendation,
Washington discussion-group
al organizations and founda-
ablish a Commission designed
in which the high schools and
work more productively with

ference provided ample evi-
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ls and colleges — whether at
nal levels — would be quickly
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ded a stage on which specific
rious teams of educators who
thening the links between the
educational system could be
The best beginning point may
eremoniously the unfortunate
and "higher" education.

PROBLEMS AFFECTING BETTER COOPERATION BETWEEN COLLEGES AND SCHOOLS*

1. The major objective in the public schools is teaching and learning, whereas this objective has become diluted in most colleges by the emphasis placed on research, writing, and consulting.

2. A great deal of confusion exists as to the intrinsic goals and purposes of the secondary schools and colleges within — as well as between — these two levels. The overall goals of the public schools have changed from the transmission of knowledge and culture from the adult generation to its youth, to the provision of those basic skills, attitudes, and values that will enable the upcoming generation to solve problems, make humane judgments, and be committed to lifelong education through self-initiated learning. The goals of colleges are either less unified or expressed in such variable emphases that it is difficult to make the most effective and proficient connection between high schools and colleges. More articulate communication on this matter would be beneficial.

3. Education has usually been viewed piecemeal — early childhood education, elementary, secondary, and higher education — rather than as a continuing

* These statements are representative of the opinions expressed by the seminar delegates during their small-group meetings, and do not necessarily reflect the educational philosophy of the Danforth Foundation or |I|D|E|A|.

process.

4. A major obstacle is one of communication. The problem of communication does not simply relate to a call for the acceleration and consistency of communication but to the necessity to establish clearly the desire and need to communicate. The rationale for open and direct communication cannot and must not be identified with such matters as admissions, the interchange of academic information, and pedagogical procedures. It must be grounded in the desire and need to improve the education of America's youth. This is not to suggest that admissions, the interchange of academic information, and pedagogical procedures are not important and viable subjects for discussion, but they must be regarded as subordinate to the real and vital desire and need for communication. The concern for the quality, content, and process of contemporary education must constitute the mandate for communciation.

5. College teaching is essentially the same today as it was a hundred years ago. There is little consistency in educational methodology between secondary schools and colleges. Gifted high-school youngsters have an opportunity to do independent study and have experienced creative teaching. Then they enter college and are subjected to traditional teaching.

6. The quality of teaching in the last two years of high school is often much better than the instruction received during the first two years of college.

7. Programs of cooperation between colleges and secondary schools, that are now in progress, too often reach only a minority of the students and faculty who could be involved.

8. The admission requirements of colleges and universities, which include College Board scores, may serve to hinder true cooperation between schools and colleges.

9. The fact that colleges requi
courses for entrance allows many
schools to use this as an excuse
outmoded curriculum.

10. One of the biggest problen
better cooperation between colle
that the faculties of the respecti
have little association with each
tend to be suspicious of one ano

11. A core of general educatio
at the colle:'te level that many
meaningless to the future experie

12. Secondary administrators
untrained and unmotivated for c
with college administrators.

13. Great and varied opportun
school interaction and collabora
readily achieved if college profes
positions with high-school teach
periods of time. Regrettably, pro
do not have appropriate certifica
teachers often lack the "prestige"
degrees.

14. Deep and significant diffe
between the problems of commu
high-school/college relationships
secondary schools as contrasted
suburbs and private schools.

15. There are differences in th
culture of the two segments of the
Most colleges are selective, while
schools must serve all children.
admission procedures in higher
eliminate this problem.

16. Secondary schools are m
their communities than colleges.
college students withdraw during
An equally high dropout rate at a
not be tolerated by its communi

he fact that colleges require certain traditional
s for entrance allows many secondary
s to use this as an excuse for continuing an
ded curriculum.

One of the biggest problems in bringing about
cooperation between colleges and schools is
e faculties of the respective institutions
ttle association with each other and, therefore,
be suspicious of one another.

A core of general education courses is required
collegiate level that many people feel is
ngless to the future experiences of young people.

Secondary administrators are usually
ned and unmotivated for cooperative planning
college administrators.

Great and varied opportunities for college/high-
interaction and collaboration could be
achieved if college professors could exchange
ns with high-school teachers for short
s of time. Regrettably, professors frequently
have appropriate certification and high-school
rs often lack the "prestige" of advanced
es.

Deep and significant differences are evident
en the problems of communication in the
chool/college relationships of inner-city
lary schools as contrasted with those in the
s and private schools.

There are differences in the life style and the
of the two segments of the educational process.
olleges are selective, while most secondary
s must serve all children. However, changing
sion procedures in higher education may
ate this problem.

Secondary schools are more accountable to
ommunities than colleges. Forty percent of
students withdraw during the freshman year.
ually high dropout rate at a high school would
tolerated by its community. Secondary-school teachers and administrators have become oriented to look with disfavor upon high dropout rates. Some college departments are proud of high failure rates because they feel this is evidence of high academic standards.

17. Assumptions about the differences in motivation of secondary-school and college students are exaggerated.

18. Inadequate procedures for evaluation of college teaching contribute to the "publish or perish" syndrome. If college professors were rewarded for good teaching, more attention would be given to improved communications between secondary schools and colleges.

19. There are great insufficiencies in counseling secondary students concerning choice of college, what to expect, and how to prepare.

20. There should be more comprehensive reporting to the colleges about students who enter them, and there should be more reporting to secondary schools about the college progress of their former students.

21. The primitive nature of interdisciplinary cooperative relationships within colleges themselves makes it extraordinarily difficult for the colleges to work effectively with external educational groups.

22. It is unique to find an individual at the college level who really wants to work with the schools. Such a person normally finds there is little professional interest in his "school" activities by colleagues; this, in turn, tends to affect his own career possibilities. In addition, he has little or no opportunity to discuss his "outside" work meaningfully with his university peers and customarily lacks professional sparring partners. The lack of tangible rewards, incentives, and scholarly reinforcement at the college level thus strongly militates against effective relationships with precollegiate units.

23. The whole problem of "what's in it for me," and a lack of defined common goals and clear role definitions, though often not discussed openly, underlies much of the disenchantment and dissatisfaction with secondary-school/college relationships.

24. Many projects fail to take into account such realities as the role of parents, students, unions, or school structures. Legal and institutional restrictions often are ignored or seen as someone else's "problems".

APPROACHES AND TECHNIQUES FOR ATTAINING AN IMPROVED RELATIONSHIP BETWEEN SECONDARY SCHOOLS AND COLLEGES*

1. There is a need for mechanisms to relate colleges and secondary schools. The Education Improvement Center (EIC) of New Haven, a consortium of six New Haven colleges, was suggested as one model. Mechanisms like EIC serve to:

- identify specific problems and areas of cooperation;
- provide a neutral ground which helps break down the status barrier between college and high-school personnel; and
- enable appropriate people in ea institutions to work with one a than having their relationships level of top administrators.

2. An ongoing commission or tas established to develop recommenda stimulating better secondary-school Such a commission should include a students, minority groups, and seco college teachers from both public an education, with different degrees of

3. Several consortia composed of secondary-school representatives th nation should be created to initiate s a true partnership that also would pr communication. These consortia w composed not only of those persons "power structure" in the schools an also of those who are "on the firi Although logical and comprehensive is necessary, the professional associ the scholarly agencies should not be for the identification of participants approach were followed, the usual bi and vested interests would manifest immediately. Whatever might be do concept of initiating consortia, the philosophy should emphasize a "gra "people-to-people" principle. This i undertaking—but a project of consid is the only way that the wheels of re between colleges and secondary sch moving. The necessary action cannot of "tinkering" or applying a patch w structure should be built.

4. More "real world" applications taught in the schools are needed. Sch controversial issues such as war, pov

* These statements are representative of the opinions expressed by the seminar delegates during their small-group meetings, and do not necessarily reflect the educational philosophy of the Danforth Foundation or |I|D|E|A|.

ople in each set of
with one another, rather
tionships exist solely on the
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sion or task force should be
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ary-school/college relations.
d include administrators,
, and secondary-school and
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eeded. Schools should teach
as war, poverty, pollution,

and population education. However, teachers need training in these fields and in instructional approaches to them. Making the curriculum relevant would help curb a great deal of the unrest on secondary school and college campuses. An abstract approach to the nature of learning makes school much too boring for many young people to tolerate.

5. The schools need to develop more stimulating teaching devices and techniques because they are in competition with television and other electronic media.

6. Secondary schools should let the colleges know what they (the secondary schools) want in the way of teacher training and admissions requirements.

7. Faculty members and students should be exchanged between the high schools and the colleges for certain courses and for varying periods of time. Regional co-ordinating councils could be set up to promote this exchange.

8. Triple T Projects (the training of teacher trainers) are a step in the right direction. This is one of the most logical interfaces between secondary and higher education. In addition, a variety of inexpensive and easily accessible refresher courses for secondary-school teachers is needed on college campuses. Many of the evening and summer courses now offered to qualify teachers for pay increments are not intellectually satisfying to secondary-school teachers.

9. The line between a high-school senior and a college freshman has been much too finely drawn. Some high-school students are ready to go on to college after only three years of seconday education; others may be ready to take a college course during their sophomore year. Many alternatives should be made possible as a general expectation and not an exception. The length of time required for a bachelor's degree needs to be more flexible, perhaps ranging from three to five years. The opportunity for internship experiences for credit away from the

campus at the secondary and college levels ought to be explored.

10. The basic assumptions upon which any cooperative program is going to operate must be honestly and openly examined, and a realistic evaluation should be made of political and social factors as well as educational relationships. For example, vested interests have to be recognized for what they are. One must recognize the psychological impact of what is happening in society at large on the institutions and the program.

11. Teacher training efforts (pre-service and in-service) should be designed to involve a true partnership between schools and colleges.

12. Attention must be given to problems of articulation to avoid artificial separation and division among various levels of education. Government agencies, foundations, and other funding groups tend to differentiate higher education from lower education with unfortunate consequences. There is a need for an operational understanding that education can function as a continuum from womb to tomb.

13. Kindergarten through graduate school activities should be combined under a single board of education in each state. This is being attempted in some states and the results should be studied carefully.

14. Incentives, recognition, and rewards should be developed at the secondary and college level for collaborative efforts.

15. No one should assume that a single model or pattern must necessarily apply to all schools or situations or even to the same school in different years with different personnel. A monolithic national design will not solve problems. Grass-roots, cellular efforts are needed that acknowledge a pluralism approach and the diversity of value systems at work.

16. Ways must be found to eliminate the negative self-image of many high-school teachers and upgrade

Service-learning opportunities help make a high-school curriculum more relevant. Here, a student visits an elementary classroom to sing songs with the children; a high-school boy trains in a clinic under the supervision of a doctor; and a teenage girl acquires firsthand experience in child development as she works with youngsters who were brought into her homemaking class. These scenes appeared in a film clip during the seminar's multimedia presentation, and are from the |I|D|E|A| training film "Hi, School!"

the discretionary responsibility of these individuals in both special projects and daily operations.

17. Questions of accreditation, certification, and other legal and institutional requirements should be carefully considered. These questions must be dealt with head-on when attempting to change the structure of institutions or the operational design of high-school/college relationships.

18. In evaluating projects and relationships between colleges and secondary schools, educators must not shy away from items difficult to measure and only focus on the quantifiable. Further, they should encourage greater exploration of how and why projects either work or do not work. Current approaches tend to stress the dynamics of initiation and the results of the experiment as measured against preset objectives. Too little is known as to what really happens along the way in regard to what changes in objectives or directions may have developed.

19. A national statement of educational goals and values should be developed to help the general public understand the nature of fundamental educational problems. This might be done through an educational policy commission of distinguished people, both educators and noneducators, to inaugurate a review process to define and clearly articulate goals and purposes for the respective institutions.

20. It would be desirable to consider legislation for federal financing that would subsidize programs designed to bring about reapproachment and mutual goal setting in regard to curriculum, teacher training, the sharing of facilities, and community involvement. One step would be the creation of a number of model programs headed by two paid officers, one from the college and one from the secondary school, who would be on released time from their institutions. Evaluation should be a standard accompaniment of the programs.

21. Colleges should be urged to
school models within reasonable d
campus and set up experimental r
abolishing their usual entrance re
students of these models.

22. A system of multiple "av
into college is needed that uses te
one criterion for admission and

23. More emphasis is needed
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less upon marks or grades.

24. The idea of expending great
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25. College admissions officers
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26. The domination of the col
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27. The use of the high-school

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have to teach. This does not mean
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ng rid of overall entrance requirements
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he enters his first year of school.
use of the high-school diploma should be dropped as an effective instrument in the educational process of the 20th Century. The diploma has impeded more progress than it has advanced and should be replaced by descriptive and supporting statements of achievement and progress.

28. Admissions personnel should include college students and faculty members among their visitation teams to the secondary schools.

29. The educational program for teachers at all levels should include instruction and experience in the area of cooperation between colleges and secondary schools.

30. States should reorganize their educational structure so that one individual would be responsible for all education in the state from early childhood to postdoctoral programs. This person would probably be a commissioner of education and, with a professional staff, would be responsible for long-range planning, coordination, and administration of all educational programs in the state. Under this commissioner of education would be a deputy commissioner for higher education, a deputy commissioner for junior colleges, and a deputy commissioner for public schools.

31. Secondary schools should move away from the present system of semester hour credits or Carnegie units and reorganize their curricula so that students can get out into the community and be allowed to experience, study, and learn from the real world.

32. The overlapping of curriculum between the 12th grade of high school and the first year of college should be eliminated — or one of these years should be abolished. All high-school students who are given advanced standing in college should receive college credit for the applicable work done while in secondary school.

33. Colleges and secondary schools should make available their campuses and courses to students from both levels.

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